

MelodyStage3

Stage 3 - Plan Learning Experiences and Instruction

Note: How are you using technology as a teacher? How are your students using technology?

(W) .1 Students understand that....(**Where**), Real Life (**Why**), MLR or CCSS (**What**)

(H) .2 Engage (**Hook**)

(E) .3 Students will know...(Equip), [Graphic Organizer](#) and [Cooperative Learning](#) the content (**Explore**), working on product (partners, teams...) (**Experience**)

(R) .4 Checking for Understanding Strategies during instruction (**Rethink**), Self-Assessment using Rubrics or Checklist, feedback by students (**Rethink/Revise**), and feedback by teacher on Product (**Revise/Refine**),

(E) .5 Formative Assessment - Pre-Assessment (lesson 1 only): Checking Understanding: Timely Feedback: (**Evaluate**)

(T) .6 Give an example of each Multiple Intelligences (**Tailor**)

[Verbal-Linguistic](#)

[Logical/Mathematical](#)

[Visual/Spatial](#)

[Bodily/Kinesthetic](#)

[Musical/Rhythmic](#)

[Intrapersonal](#)

[Interpersonal](#)

[Naturalist](#)

(O) .7 Students will be able to ...(**Organize**), Product: Type II Technology, Number of Days:

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Lesson 1

Consider the W.H.E.R.E.T.O. elements. (L)

(W)1.1 Students will understand that theme emerges and is shaped and refined by specific details in texts. (**Where**), Themes relate to all aspects of life, through literature, art, and many other facets of the world around us. (**Why**), *Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.* (**What**)

(H) 1.2 (Share personal journal write with students) Art imitates life and themes from novels (such as *The Book Thief*) relate to all aspects of life around it. What themes from *The Book Thief* can you identify with? Compare and contrast yourselves with the characters from the novel. (**Hook**)

(E) 1.3 Students will know literary devices: theme. (**Equip**), Students will compare their own lives with events and elements from the lives of the characters in the novel by completing a Venn Diagram through a ThinkPairShare activity. (**Explore**), Students will complete a classroom Venn diagram where students will put sticky notes with at least one element from their own Venn diagram up on the classroom diagram. Student will also write in their journals on the given topic using what elements from their Venn Diagram and then complete a journal write. Each student will share their journal write with at least one other student. (**Experience**)

(R) 1.4 Teacher circulates and observes understanding and clarifies misconceptions, **(Rethink)**, Teacher will comment in journal; student may be asked to redo or just polish journal write for further publishing **(Revise/Refine)**

(E) 1.5 **Pre-Assessment:** Anticipation Guide, **Check for Understanding:** Observation, **Timely Feedback:** Teacher review and feedback **(Evaluate)**

(T) 1.6 Students will...

Verbal - share verbally with both a ThinkPairShare activity and a journal write.

Logic - think logical with Venn diagrams by comparing elements of their' lives with the lives of the characters in *The Book Thief*

Visual - learn visually with a Venn diagram activity

Kinesthetic - learn kinesthetically by collaborating using sticky notes with their responses on a classroom Venn diagram.

Intrapersonal - self reflect with a journal write.

Interpersonal - work interpersonally with a ThinkPairShare activity using their Venn diagrams and journal writes.

(O) 1.7 Students will be able to analyze specific details that refine and shape theme throughout texts. **(Perspective)**, **Product:** Venn diagrams, Journal, **Number of Days:** 1

Lesson 2

Consider the W.H.E.R.E.T.O. elements. (L)

(W) 2.1 Students will understand that words have figurative and connotative meanings and specific word choices can effect mood and tone. **(Where)**, The power/value of words, written or spoken aloud, is important to understand (figurative and connotative meanings included). **(Why)**, *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.* **(What)**

(H) 2.2 (Share Wordle example with students) The mood and tone of a novel is created by the word choice of the author. What moods/tones do you see when reading *The Book Thief*? **(Hook)**

(E) 2.3 Students will know the meaning of mood & tone and how it is established in a text. **(Equip)**, Students will first explore the mood & tone in class by observing a completed text mark up in class with an excerpt from *The Book Thief*. Students will further explore the mood and tone from a part of the novel of their own choosing by completing their own text mark up. They will make turn a copy of the text into a PDF file and use Adobe to annotate the text for mood and tone. **(Explore)**, Students will share their results in groups will work together help one another finalize their results. The students will create a Wordle using the examples they have chosen. (Students will further represent mood and tone by choosing the font and color of their Wordle.) Students will then present their mood and tone assignment for their chapter of *The Book Thief* to the class with their Wordle. Students will post Wordles on their blogs and further explain their analysis. **(Experience)**

(R) 2.4 Teacher leads classroom annotation activity and can provide feedback, teacher also circulates and observes understanding and clarifies misconceptions during group Wordle activity **(Rethink)**, Teacher will comment on Wordle; student may be asked to redo or just polish Wordle blog post for further publishing **(Revise/Refine)**

(E) 2.5 **Check for Understanding:** Observation **Timely Feedback:** Teacher feedback on Frayer model and Wordle **(Evaluate)**

(T) 2.6 Students will

Verbal - learn verbally during Wordle presentation, which involves explaining thought processes involving word, font, color choice, regarding mood, and tone.

Logical - think logically by annotating text on mood and tone.

Visual - learn visually through a Wordle activity on mood and tone.

Kinesthetic - learn kinesthetically by getting up and moving around for group work activity.

Intrapersonal- learn intrapersonally through annotation (text mark up) activity and brainstorming for Wordle.

Interpersonal- learn intrapersonally through group activity, which will involve listening to and collaborating with other students.

(O) 2.7 Students will be able to use figurative language correctly. **(Perspective), Product:** Annotated text mark up, Wordle posted on blog **Number of Days:** 2 or 3

Lesson 3

Consider the W.H.E.R.E.T.O. elements. (L)

(W)3.1 Students will understand that the choice of words and phrases impact meaning and tone. Students will also understand that words and phrases have many figurative and connotative meanings throughout a text. **(Where)**, The power/value of the written word is important for students to understand so they can use words effectively in the future for many different purposes. **(Why)**, *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.* **(What)**

(H)3.2 Now that you've learned how words can have power and value in the novel *The Book Thief*, it's your turn to create your own writing that shows just how powerful words can be. You will be blogging about *The Book Thief* as well as writing, peer editing, and drafting your own pieces of writing. **(Hook)**

(E)3.3 Students will know how to use figurative language correctly, as well as choose words and phrases that reflect their intended meaning and tone in their writing. **(Equip)**, Students will choose a quotation from each chapter of *The Book Thief* and blog about it's significance to the novel and discuss why they chose that specific quotation. Students will also come to class with first draft of writing assignment for peer editing and further drafting. **(Explore)**, Students will comment on at least two other students blog posts each day. Students will also record themselves on Garage Band reading their piece of writing aloud to find errors in grammar, word choice, and tone. Students will also upload drafts to GoogleDocs for class editing and grammatical lessons. Students will work with a partner on peer editing their writing pieces. **(Experience)**

(R)3.4 Teacher monitors blog and checks posts and can provide feedback. Teacher supervises class editing on GoogleDocs. Teacher also circulates and observes understanding and clarifies misconceptions during Garage Band recording sessions, peer editing and the rest of the drafting process. **(Rethink)**, Teacher will comment on blogging rubrics and peer editing rubrics/checklists as well as final writing rubric for completed writing assignment. **(Revise/Refine)**

(E)3.5 **Check for Understanding:** Observation **Timely Feedback:** Teacher feedback on blogging rubrics and peer editing rubrics/checklists **(Evaluate)**

(T) 3.6 Students will...

Verbal - learn verbally through the drafting process which requires students to record themselves reading their writing pieces on Garage Band.

Logic - learn logically by using a blogging rubric and writing rubric/check list for peer editing.

Visual - learn visually by blogging as well as using GoogleDocs (for the editing process).

Kinesthetic - learn kinesthetically by leaving the room to record themselves on Garage Band reading their writing piece aloud during the drafting process.

Intrapersonal- self reflect through the piece of writing they are drafting.

Interpersonal- collaborate with other students through blogging comments and the peer editing process through GoogleDocs.

(O)3.7 Students will be able to consider the impact of their words on the world around them. **(Perspective), Product:** Final writing assignment, GoogleDoc/drafting assignment, blog posts **Number of Days:** 18

Lesson 4

Consider the W.H.E.R.E.T.O. elements. (L)

(W)4.1 Students will understand that the choice of words and phrases impact meaning and tone.**(Where)**, The power/value of the spoken word is important for students to understand so they can use words effectively in the future for many different purposes.**(Why)**, *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.* **(What)**

(H)4.2 (Show students various examples of powerful slam poems.) Now it's your turn to use what you've learned about the power and value of words to create your own slam poem. **(Hook)**

(E)4.3 Students will know how to use figurative language correctly, as well as choose words and phrases that reflect their intended meaning and tone in their writing. Students will also know how to use voice inflection to reflect the intended meaning and tone of the words they've written. **(Equip)**, Students watch examples and practice writing their own slam poems independently. **(Explore)**, Students will practice performing their slam poems with a partner, record their own slam poems with Garage Band, and give an outdoor performance of their slam poem for the entire class. **(Experience)**

(R)4.4 Teacher will monitor slam poem writing process and can provide feedback. Teacher circulates and observes understanding and clarifies misconceptions during Garage Band recording sessions. **(Rethink)**, Teacher will comment on slam poem writing rubrics and performance rubrics for this assignment. **(Revise/Refine)**

(E)4.5 **Check for Understanding:** Observations **Timely Feedback:** Teacher feedback on slam poem writing and performance rubrics **(Evaluate)**

(T) 4.6 Students will...

Verbal - learn verbally by recording their slam poems with Garage Band and then performing them for the class.

Visual - learn visually by watching one another's slam poem performances.

Kinesthetic - learn kinesthetically by performing their slam poems.

Intrapersonal - learn interpersonally by writing their slam poem on their own, on an issue they find significant.

Interpersonal- collaborate with a partner when they are practicing their slam poems.

Naturalist - learn through nature by performing and watching the slam poem performances outside.

(O)4.7 Students will be able to consider the impact of their words on the world around them. **(Perspective)**, **Product:** Garage Band Slam Poem mp3 **Number of Days:** 5 or 6

Lesson 5

Consider the W.H.E.R.E.T.O. elements. (L)

(W)5.1 Students will understand that the choice of words and phrases impact meaning and tone.**(Where)**, The power/value of the written, spoken, and unspoken word is important for students to understand so they can use words effectively in the future for many different purposes.**(Why)**, *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.* **(What)**

(H)5.2 (Show students example of powerful i-Movie film.) Now it's your turn to use what you've learned about the power and value of words to create your film. **(Hook)**

(E)5.3 Students will know how to use figurative language correctly, as well as choose words and phrases that reflect their intended meaning and tone in their writing. Students will also know how to use voice inflection, music, and various images to reflect the intended meaning and tone of the film they have created. **(Equip)**, Students will watch an example of an i-Movie

project and brainstorm their own project ideas. **(Explore)**, Students will work in groups or with a partner on planning and creating their i-Movie films. Students will present their films in front of the entire class. **(Experience)**

(R)5.4 Teacher will monitor i-Movie planning and creating process and can provide feedback. Teacher circulates and observes understanding and clarifies misconceptions during filming. **(Rethink)**, Teacher will comment on i-Movie film project rubrics. **(Revise/Refine)**

(E)5.5 **Check for Understanding:** Observations **Timely Feedback:** Teacher feedback on i-Movie film project rubrics **(Evaluate)**

(T) 5.6 Students will:

Verbal - learn verbally by presenting their i-Movie film projects to the entire class.

Logic - think logically by meeting all requirements on the rubric to put together all elements of their i-Movie film (music/words/video, etc.).

Visual - learn visually by creating an i-Movie film.

Kinesthetic - learn kinesthetically when moving to various locations to get footage for the i-Movie film.

Musical - learn through the music involved with their i-Movie film assignment.

Interpersonal- collaborate on i-Movie film project with partners/in groups.

Naturalist - learn through nature by using both indoor and outdoor footage for their i-Movie film project.

(O)5.7 Students will be able to consider the impact of their words on the world around them. **(Perspective)**, **Product:** i-Movie film **Number of Days:** 5 or 6

Lesson 6

Consider the W.H.E.R.E.T.O. elements. (L)

(W)6.1 Students will understand that the choice of words and phrases impact meaning and tone**(Where)**, The power/value of the spoken word is important for students to understand so they can use words effectively in the future for many different purposes.**(Why)**, *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.* **(What)**

(H)6.2 The Portland Museum of Art is having an exhibit on the power and value of words. They are reaching out to Maine high schools and asking students to help with this endeavor. In order to capture the young adults perspective and understanding of this topic, they've asked students to put together a portfolio of their best work. Two students from every high school in the state of Maine will be chosen to have their best piece(s) displayed in the exhibit. You've been asked to create a portfolio of your best work that truly shows the power and value of words, as well as deliver a presentation of that portfolio that could eventually be given for the board of directors for the Portland Museum of Art. **(Hook)**

(E)6.3 Students will know how to use figurative language correctly, as well as choose words and phrases that reflect their intended meaning and tone in their writing. Students will also know how to use voice inflection, music, and various images to reflect the intended meaning and tone of projects they have created. **(Equip)**, Students will be taught how to use Adobe to create their digital portfolios. **(Explore)**, Students will put together their digital portfolios with Adobe and practice their presentations. **(Experience)**

(R)6.4 Teacher will monitor Adobe digital portfolio lesson and can provide feedback. Teacher circulates and observes understanding and clarifies misconceptions during lesson on Adobe and then again later while students put together project and presentation.**(Rethink)**, Teacher will comment on digital portfolio rubrics and presentation rubrics. **(Revise/Refine)**

(E)6.5 **Check for Understanding:** Observations **Timely Feedback:** Teacher feedback on digital portfolio rubrics and performance rubrics **(Evaluate)**

(T) 6.6 Students will...

Verbal - learn verbally by presenting their Adobe digital portfolio.

Logic - think logically to meet all requirements on the Adobe digital portfolio rubric and presentation rubric.

Visual - learn visually by creating the Adobe digital portfolio project.

Kinesthetic - learn kinesthetically by presenting their Adobe digital portfolio.

Musical - learn through the music involved with their i-Movie film assignment which is part of their Adobe digital portfolio and presentation.


Intrapersonal - experience a personal reflection through their Adobe digital portfolio, which should show what they believe to be their best representation on the power and value of words through their own work.

(O)6.7 Students will be able to recognize the impact of their word choices (and the choices of others). **(Perspective)**,

Product: Adobe/digital portfolio & presentation

Number of Days: 3

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